



MISSION 10TH CLASS

English as Subject for 10th Class

by

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*ZPHS Motakatla, Sambepalli Mandal,
Annamayya District, Andhra Pradesh*



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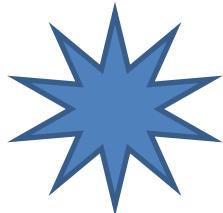
DORA RAJU
Chairman – Olive Mithai



SSC PUBLIC EXAMINATIONS - MARCH : 2026

ENGLISH QUESTION PAPER ANALYSIS

**Create a study schedule and stick to it.
Set specific goals for each study session**



**B.S.PADMAVATHY
S.A. ENGLISH
ZPHS MOTAKATLA
SAMBEPALLI MANDAL**

No. of Papers : 01

Maximum Marks: 100

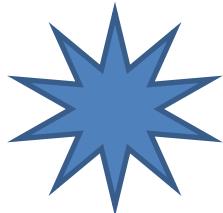
Sections in the Paper:

Section 'A' - Reading Comprehension

Section 'B' - Grammar & Vocabulary

Section 'C' - Creative Expression

Time: 3 hours 15 mnts.



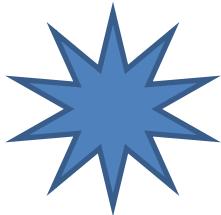
ACADEMIC STANDARD WISE WEIGHTAGE

Academic Standards	% of Weightage	Marks
i) Reading Comprehension	30%	30
ii) Grammar	20%	20
iii) Vocabulary	20%	20
iv) Creative Expression including conventions of writing	30%	30
Total	100%	100

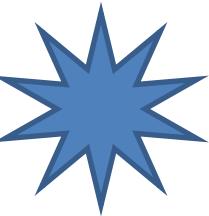


MANAGE YOUR TIME WISELY**Read the question paper carefully for 15 minutes**

Academic Standards	TIME In minutes	Marks
i) Reading Comprehension	50	30
ii) Grammar	30	20
iii) Vocabulary	30	20
iv) Creative Expression (conventions of writing)	60	30
v) Rechecking your answer script	10	
Total	180	100



MODEL ANSWER SCRIPT



1

INDEX

PAGE NO	QUESTION NO	MARKS ALLOTTED	MARKS AWARDED	PAGE TOTAL MARKS
INDEX				
2	1 - 5	10 M		
	6-10	5M		
3	11-15	5M		
	16	5M		
	17	5M		
4	18 - 26	20M		
5	27 - 34	20 M		
6	35 (a) / (b)	10 M		
7	36 (a) / (b)	10 M		
8	37 (a) / (b)	10 M		
9	EXTRA QUESTIONS		100M	

MODEL ANSWER SCRIPT

2

SECTION – A (READING COMPEHENSION) (30 M)

1. *He cut off his eyelids because he felt sleepy during meditations.*

2. *They were waiting for them at Mariani Junction.*

3. (b)

4. (a)

5. (b)

6. *He went at the pirate fiercely, like a robin.*

7. *He gulped some grog from his pocket flagon.*

8. (b)

9. (b)

10. (c)

3

11. (b)

12. (c)

13. (c)

14. (b)

15. (b)

16. (i). 90 marks

(ii) 2020

(iii). (b)

(iv) (a)

(v) (c)

17.

1	2	3	4	5
b	a	e	d	c

MODEL ANSWER SCRIPT

4

SECTION – B (GRAMMAR) (20 M)

18. The girl **who** won the painting competition is my cousin.

19. The plants are **watered** every morning by the gardener.

20. Amrutha said that she **had been** watching TV when I called.

21. (i) **at** (ii) **on**

22. (a) **avoid** (b) **Eating** (c) **other** (d) **our**

23. (1) **an** (2) **the**

24. (i) **We would** visit our cousins during summer **holidays**.

(ii) Neha **used to** help her mother in the kitchen.

25. (i) **She wore a silk and elegant dress.**

(ii) **Ravi read an old and interesting book.**

26. **You should read books and learn new words daily.**

5

SECTION – B (VOCABULARY) (20 M)

27. (a) **similar**

(b) **sensitive**

(c) **wide**

(d) **young**

28. (a) **rough**

(b) **gradually**

(c) **small**

(d) **consciously**

29. (a) **political**

(b) **continuing**

30. (i) **political**

(ii) **continuing**

31. (i) **procession**

(ii) **assistance**

32. (i) **adjective**

(ii) **happily**

33. (i) **For ages**: I've been waiting for ages to meet you.

(ii) **Kept back**: The student was kept back in the same class.

34. (i) **b** (ii) **c** (iii) **d** (iv) **a**

MODEL ANSWER SCRIPT

SECTION – C CREATIVE EXPRESSION (30 M)

6

25 (a) Conversation

Wife: You look tired! How was your flight back home?

Pilot: It was frightening. I flew straight into a dangerous storm last night.

Wife: A storm? Why didn't you turn back?

Pilot: I thought I could reach home quickly... but soon I couldn't see anything—not even the runway lights.

Wife: That sounds scary. How did you manage to come out of it?

Pilot: A strange black aeroplane appeared beside me. Its pilot waved and guided me through the storm.

Wife: Really? Who was he? Did you meet him later?

Pilot: That's the strange part. When I landed safely and asked the control room, they said no other plane was in the sky.

Wife: What? Then who helped you?

Pilot: I don't know. I keep thinking about that mysterious pilot. Whoever he was, he saved my life.

36 (a) letter

7

15, Gandhinagar,

20.03.2026

To
The Sarpanch
Gandhinagar

Sir,

Subject: Request for Installation of Solar Energy Panels in Our Village

I am writing this letter to highlight the urgent need for installing solar energy panels in our village. As responsible villagers, we are committed to promoting sustainable energy solutions, and I sincerely hope you will consider this proposal for the development of our community. Our village has been facing several energy-related problems, such as frequent power cuts, limited access to electricity, and rising energy bills. These issues affect students' studies, farmers' work, and the daily routine of all households. To overcome these challenges, solar energy is a practical and beneficial solution.

Solar energy is renewable, eco-friendly, and sustainable. It reduces the dependence on fossil fuels and helps lower electricity costs in the long run. It is also safe, reliable, and suitable for rural areas like ours where sunlight is available throughout the year. The installations will ensure better energy access, reduce energy poverty, and support our village's economic growth. With proper planning, our village can become a model for clean and green energy use. I hope you will kindly look into this matter and take appropriate action for the welfare of our village.

Thank you.

Yours faithfully,

MODEL ANSWER SCRIPT

37 (a) Description

8

If I imagine myself as Hari Singh, standing alone on the deserted platform after the train had left, my heart would be heavy with fear and confusion. The empty platform would make me feel completely abandoned, as if I had nowhere to belong. I would not know where to spend the night, and the thought of wandering the streets with no shelter would fill me with anxiety. I had always believed that friends were more trouble than help, yet at that moment, the absence of a familiar face would make the loneliness even sharper.

The biggest burden on my mind would be the guilt of robbing the only person who had shown me kindness and trust, Anil. As I slowly walked through the bazaar, every step would remind me of the mistake I had made. The bright lamps, busy stalls, and cheerful voices would feel distant, as if they belonged to a world I had stepped out of. I would feel torn between running away with the stolen money and returning to Anil to seek forgiveness. Doubts, fear, and shame would crowd my thoughts. Deep inside, I would realize that more than money, what I truly needed was trust, honesty, and a chance to change my life.

Extra answers

9

35 (b) Diary Entry

Date: 20.03.2026

Friday

9.30 pm

Dear Diary,

Today was the most unforgettable day of my life—my first flight. Early in the morning, I stood alone on the ledge, afraid to jump. My wings felt weak, and my heart was filled with fear. I watched my brothers and sister fly gracefully, but I could not gather the courage to take off.

Then hunger became too strong to bear. When I saw my mother flying toward me with a piece of fish, something in me changed. As I stepped forward, I slipped and fell into the empty space. I thought I would die, but suddenly my wings spread out on their own. I felt the wind supporting me.

I was flying! I dived, soared, and curved through the air, shouting with joy. For a moment, I forgot all my fear. But soon I became tired

MODEL ANSWER SCRIPT

and weak because I had not eaten for long. Still, this experience has changed me forever. I now know that courage comes only when we overcome our fear. Today, I made my first flight—and I am proud of myself.

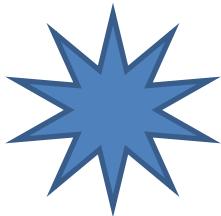
- Young Seagull



Section 'A' - Reading Comprehension 30 Marks

(Question No 1 to 17)

- ❖ Read the Questions First – Before reading the passage Look at the questions. This helps you know what to focus on.
- ❖ Underline Keywords in Questions – Identify important words (Who, What, Where, When, Why, How) to understand what is being asked.
- ❖ "Write only the letter of the correct answer in multiple-choice questions (MCQs), need not write the full answer.



SECTION – A : READING COMPREHENSION

Q 1-5

5X2=10 M

A comprehension passage from any prose lesson in the textbook with 2 WH questions and 3 MCQs



SECTION – A : READING COMPREHENSION

(1-5) Read the following passage

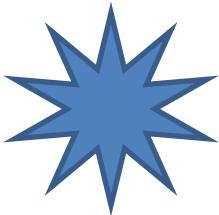
“Now we’re really going to get some water, woman.” The woman who was preparing supper, replied, “Yes, God willing”. The older boys were working in the field, while the smaller ones were playing near the house until the woman called to them all, “Come for dinner”. It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the north-east huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned he exclaimed, “These aren’t raindrops falling from the sky, they are new coins. The big drops are ten cent pieces and the little ones are fives.”

(A Letter to God)

Now answer the following questions

2X5 = 10 M

1. What was the initial prediction or expectation mentioned by the man, and **how** did the woman respond to it?
2. Why did the man leave the house after the rain started, and **how** did he compare the raindrops upon his return?
3. What activity were the older boys engaged in when the man spoke to the woman?
A) Playing near the house. B) Working in the field. C) Having dinner.
4. How did the man primarily equate the falling raindrops to?
A) Diamonds. B) New coins. C) Pearls.
5. From which direction were the "huge mountains of clouds" seen approaching?
A) The South-West B) The South-East C) The North-East

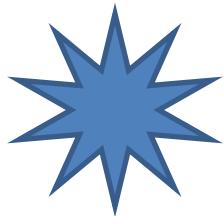


SECTION – A : READING COMPREHENSION

Q 6-10

5X1= 5 M

A poem for comprehension in the textbook with 2 WH Questions and 3 MCQs



SECTION – A : READING COMPREHENSION

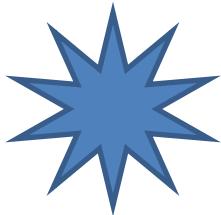
(6-10) Read the following lines

My head is full of whispers
which tomorrow will be silent.
Listen. The glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
its pieces flash now in the crown
of the tallest oak

(The Trees)

Answer the following questions

6. What fills the speaker's head according to the poem?
7. Where do the pieces of the broken moon flash?
8. What sound does the speaker ask us to listen to?
 - a) The wind blowing
 - b) The glass breaking
 - c) The leaves singing
9. How are the trees described in the poem?
 - a) Dancing in the sunlight
 - b) Stumbling forward into the night
 - c) Bending in the morning breeze
10. What is the moon compared to in the poem?
 - a) A silver coin
 - b) A glowing lamp
 - c) A broken mirror

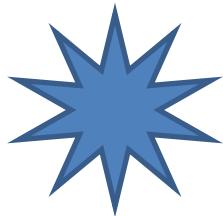


SECTION – A : READING COMPREHENSION

Q 11-15

5X1= 5 M

A comprehension passage from any lesson in Supplementary Reader with 5 MCQs



SECTION – A : READING COMPREHENSION

(11-15) Read the following passage carefully

“Balcony?” Max said, with a rising inflection. “No, a passkey. I did not know about the balcony. It might have saved me some trouble had I known.” “It’s not my balcony,” Ausable said with extreme irritation. “It belongs to the next apartment.” He glanced explanatorily at Fowler. “You see,” he said, “this room used to be part of a large unit, and the next room — through that door there — used to be the living room. It had the balcony, which extends under my window now. You can get onto it from the empty room two doors down — and somebody did, last month. The management promised to block it off. But they haven’t.”

(The Midnight Visitor)

Choose the right answer

11. How did Max enter the room?

- a) Through the window
- b) Using a passkey
- c) By climbing the balcony

12. Why did Max say the balcony might have saved him some trouble?

- a) Because it was easy to reach
- (b) Because he preferred climbing
- (c) Because he didn’t know about it earlier

13. To whom did the balcony actually belong?

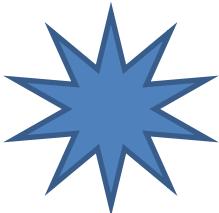
- a) Ausable
- b) Max
- c) The next apartment

14. What did Ausable explain to Fowler about the room?

- a) It was newly built
- b) It used to be part of a larger unit
- c) It had no connection to other rooms

15. What had the management promised to do about the balcony?

- a) Paint it
- b) Block it off
- c) Extend it further



SECTION – A : READING COMPREHENSION

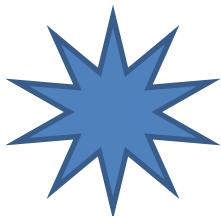
Q 16**5X1= 5 M**

Reading a data arranged in a tabular form, a pie chart , a bar chart or a tree diagram with 5 comprehension questions.

2 WH questions

2 MCQs

Choosing a correct statement



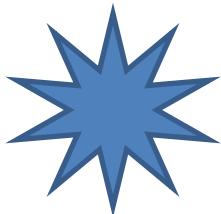
SECTION – A : READING COMPREHENSION

16. Study the following table

Now, answer the following questions.

A GOVERNMENT SCHOOL			
CLASS X RESULT			
Year	No. of Students	Pass %	First Division
2022	100	85%	40%
2023	95	90%	45%
2024	110	88%	42%

1. What was the pass percentage of Class X students in the year 2023?
2. How many students appeared for Class X in the year 2024?
3. In which year did 100 students appear for Class X?
 - 2024
 - 2022
 - 2023
4. Which year recorded the highest pass percentage?
 - 2024
 - 2023
 - 2022
5. Choose the correct statement:
 - The year 2023 had a lower pass percentage than 2022.
 - The year 2024 had more students than 2022.
 - The first division percentage in 2022 was higher than in 2023.



SECTION – A : READING COMPREHENSION

Q 17

5X1= 5 M

Reading a story or an incident or any scientific event and arranging the jumbled sentences in a meaningful order.



SECTION – A : READING COMPREHENSION

17. Read the following paragraph

In the heart of Greenleaf Forest lived four close friends—a clever rabbit named Rilo, a strong deer named Dana, a playful monkey called Miko, and a slow but wise tortoise named Tono. They spent every day exploring the forest happily. One afternoon, they heard a loud cry. A fierce wolf was sneaking toward them. Rilo trembled, Dana stepped back, Miko hid behind a tree, and Tono remained calm. “We can defeat him only if we stay united,” Tono said.

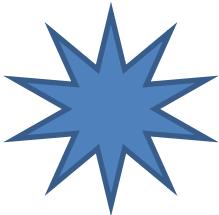
Rilo quickly planned. Dana stood bravely in front to distract the wolf. Miko climbed a tree and shook branches to confuse him. Rilo darted around, leading the wolf toward a pit Tono had cleverly dug earlier. With teamwork, the wolf slipped into the pit and howled helplessly. The forest animals cheered as the four friends hugged with relief.

From that day, they understood that unity gives strength greater than fear.

Now, arrange the following jumbled sentences into a meaningful order.

5X1=5 M

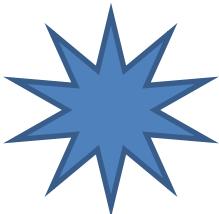
- a. The wolf slipped into the pit and howled.
- b. Dana stood bravely in front to distract the wolf.
- c. Miko climbed a tree and shook the branches.
- d. One afternoon they heard a loud cry.
- e. Four friends lived in the heart of Greenleaf Forest.



Section 'B' - Grammar and Vocabulary 40 Marks

(Question No 18 to 34)

- ❖ Read the questions carefully . This helps you know what to focus on and how to answer.
- ❖ Answer all the questions of Section-B in the same order at one place in your answer book

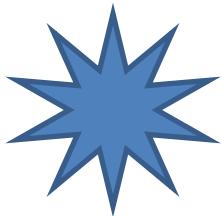


Q. 18**2M**

Combining sentences using **who/which/whose/whom**
(Relative Clause)

Syllabus Reference : Unit 1

Eg : I met a teacher. You spoke to her yesterday. (**whom**)



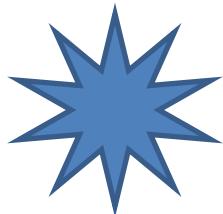
SECTION – B : GAMMAR & VOCABULARY

Q. 19**2M**

Changing voice only from active voice to passive voice
(textual / general)

Syllabus Reference Unit : 3 WB

Eg., He is going to deliver the speech tomorrow.



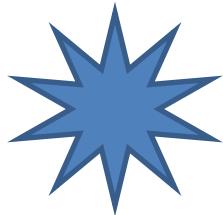
SECTION – B : GAMMAR & VOCABULARY

Q. 20**2M**

Reported speech only from direct speech to indirect speech (textual / general)

Syllabus Reference Unit 9

Eg: Maruthi said, “I have completed my homework.”

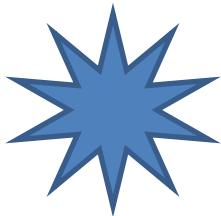


SECTION – B : GAMMAR & VOCABULARY

Q. 21**2M**

Fill in the blanks with suitable prepositions (textual / general)

- i) They have been living here ____ 2015. (since / for / from)
- ii) The book consist ----- 120 pages. (off, of, with)



SECTION – B : GAMMAR & VOCABULARY

Q. 22

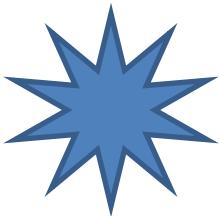
4X1 =M

Editing a passage corrections for the underlined parts (workbook /unseen)

Syllabus Reference : All units in WB

He **went** (a) to the market every morning.

Her (b) brother *also comes with him*. They sell all **vegetable** (c) by the evening. They work hardest. (d)



SECTION – B : GAMMAR & VOCABULARY

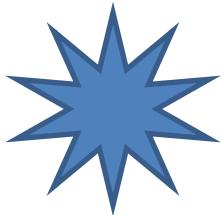
Q. 23**2X1 =M**

Fill in the blanks with articles (textual or general)

Syllabus Reference : Unit -2

Eg: i) The students visited ____ American museum during their tour.

ii) They stayed in ____ hotel that was located near the temple.



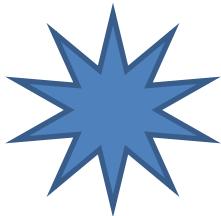
SECTION – B : GAMMAR & VOCABULARY

Q. 24**2X1 =M**

Change into repeated action in the past using “used to” or “would” (textual or general)

Syllabus Reference : Unit 6

- i) I had a big dream when I was a student.
- ii) My father spent his holiday by the sea.



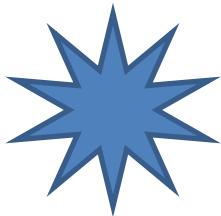
SECTION – B : GAMMAR & VOCABULARY

Q. 25**2X1 =M**

Rewrite the sentences by using noun modifier (texture or general)

Syllabus Reference : Unit 6

Eg: Teacher gave homework. The homework was difficult and lengthy.

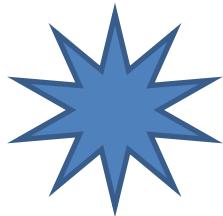


SECTION – B : GAMMAR & VOCABULARY

Q. 26**2M**

Giving an advice using model or suggestion being on the given context (textual or general)

Eg: Your friend wants to improve English vocabulary.
Advise him to read books and learn new words daily.

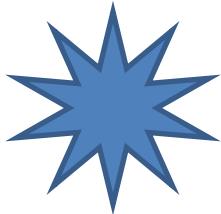


SECTION – B : GAMMAR & VOCABULARY

Q. 27**4X1=4M**

Identifying the suitable synonyms to the underlined words in the passage. Four words are to be underlined. Only 6 words are given in the box to choose the correct synonym from them.

Syllabus Reference: All prose lessons in the textbook



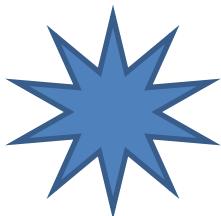
SECTION – B : GAMMAR & VOCABULARY

27. Read the following paragraph and write the synonyms of the underlined words , choosing the words given in the box. **4X1-4M**

Belonging, Famous distributed, Success , failure, Benefit

We, who were outlaws not so long ago, have today been given the rare privilege (a) to be host to the nations of the world on our own soil. We thank all of our distinguished (b) international guests for having come to take possession (c) with the people of our country of what is, after all, a common victory (d) for justice, for peace, for human dignity.

a. benefit b. success c. belonging d. famous

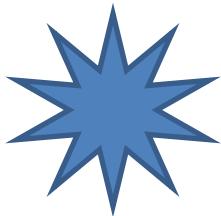


SECTION – B : GAMMAR & VOCABULARY

Q. 28**4X1=4M**

Writing opposite words (antonyms) to the underlined words in the passage

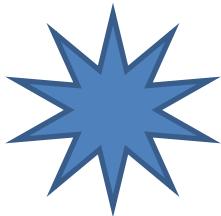
Syllabus Reference: All prose lessons in the textbook



SECTION – B : GAMMAR & VOCABULARY

28. When I casually (a) mentioned this to a friend (b), he as casually replied (c) that I had better get one in the Tigris marshes, for there they were as common (d) as mosquitoes,

Answer : a. Seriously / intentionally b. an enemy
c.enquired/ questioned d.rare

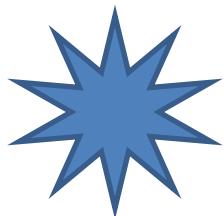


SECTION – B : GAMMAR & VOCABULARY

Q. 29**2X1=2M**

Filling in the blanks with the right forms of the words given in brackets.

Syllabus Reference: All prose lessons in the textbook

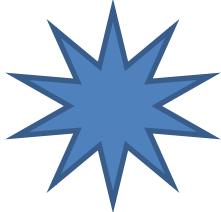


SECTION – B : GAMMAR & VOCABULARY

29. The sun was now(a) (ascending, ascend, ascended) the sky, blazing on his ledge that faced the south. He felt the heat because he had not eaten since the (b) (previously, previous , previousness) nightfall.

Answer : a. Ascending

b. previous

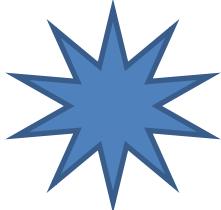


SECTION – B : GAMMAR & VOCABULARY

Q. 30**2X1=2M**

Completing the spelling of a word using prefixes are infections the words were spelling given in context in the form of sentences. The sentences should be taken from any prose lesson of the textbook.

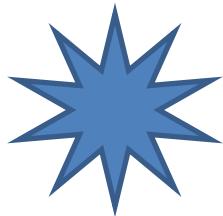
Syllabus Reference: All prose lessons in the textbook



SECTION – B : GAMMAR & VOCABULARY

Q. 30

- i) Teachers are the most predictable creatures on the earth. (in/un)
- ii) But he kept calling plaintively, and after a minute or so he uttered a joy..... scream. (ful / full)

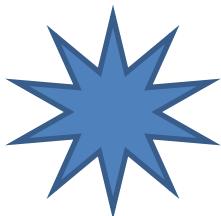


SECTION – B : GAMMAR & VOCABULARY

Q. 31**2X1=2M**

Identifying the wrongly spelt word and
rewriting its correct spelling.

Syllabus Reference: All prose lessons in the
textbook

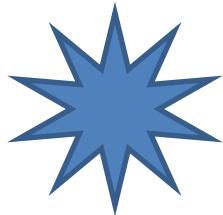


SECTION – B : GAMMAR & VOCABULARY

Q. 31

i) Emptying	sandwitches	peculiar	appearance
ii) Acetic	legend	emperer	veered

Answer : Sandwiches Emperor

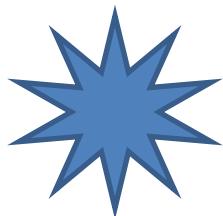


SECTION – B : GAMMAR & VOCABULARY

Q. 32**2X1=2M**

Dictionary skills

Selected word must be from the prose part of the textbook only



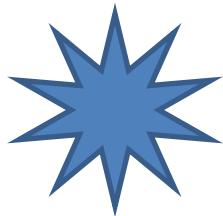
SECTION – B : GAMMAR & VOCABULARY

Q. 32

fragrance /noun/ fra·grance | \ 'frā-grāns(t)s \ Definition of fragrance 1: a pleasant and often subtle or delicate scent 2: the quality of having a sweet or agreeable smell Example Sentences • The fragrance of blooming flowers filled the garden. • She wore a perfume with a light, floral fragrance that lingered in the air. Synonyms - aroma, scent, perfume, bouquet, redolence Antonyms - stench, odor, stink, malodor

Now answer the following questions. 2X1 = 2 M

1. Write two synonyms of the word ‘fragrance’
2. What part of speech is the word ‘fragrance’?

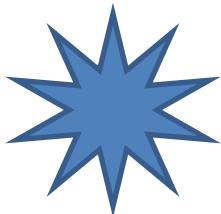


SECTION – B : GAMMAR & VOCABULARY

Q. 33**2X1=2M**

Use the following phrasal verbs and idiomatic expressions (language expressions) in sentences of your own.

Syllabus Reference : Units – 2, 3 and 4



SECTION – B : GAMMAR & VOCABULARY

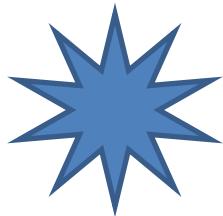
Q. 33 Use the following expressions in sentences of your own. 2X1=2M

(i) Phrasal Verb : **Settle down**

i) It took some time for me to settle down in the new surroundings of the exam hall.

(ii) Idiomatic Expression : **Ran out of**

ii) We ran out of money.



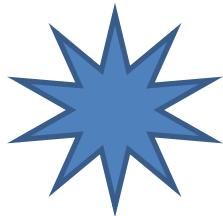
SECTION – B : GAMMAR & VOCABULARY

Q. 34

$4 \times 1/2 = 2M$

Matching

Syllabus Reference : Units – 3 and 4



SECTION – B : GAMMAR & VOCABULARY

Q. 34

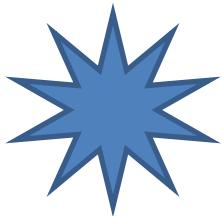
Part – A

(i) ramble on
(ii) Black look
(iii) calm down
(iv) kept back

() a. Compensate
() b. have a good relationship with
() c. stay indoors
() d. Angry look

Part – B

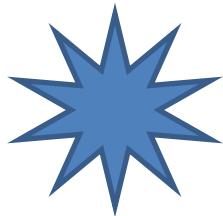
i. b ii. d iii. a iv. c



Section 'C' - CREATIVE EXPRESSION 30 Marks

(Question No 35 to 37)

- ❖ Ensure proper structure, spelling and punctuation
- ❖ Connect to real life are relatable situations
- ❖ Give space for multiple forms of expressions
- ❖ Concentrate on your neat handwriting



SECTION -C CREATIVE EXPRESSION

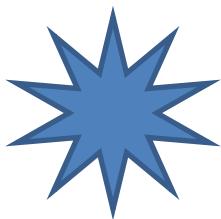
Q: 35

10M

A. Conversation based on lessons in prose in the textbook
(OR)

B. Diary Entry based on lessons in prose

Note: Adequate inputs should be given to give a scope to the students to use their knowledge related to their knowledge related to their lessons while answering these questions



SECTION -C CREATIVE EXPRESSION

Q: 36

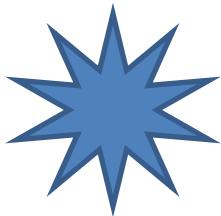
10M

A. Writing a letter (both formal and informal letters)

Note: Adequate input should be provided
(OR)

B. Script for Speech (textual theme based / general)

Syllabus Reference: Speaking section in the
textbook should be referred



SECTION -C CREATIVE EXPRESSION

Q: 37

10M

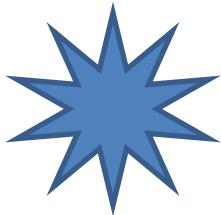
A. Description

Syllabus Reference : All lessons in the Supplementary Reader
(OR)

B. Information Transfer

Writing a meaningful paragraph from the given data (unseen)

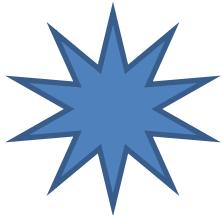
Syllabus Reference : Tables, Tree Diagram, Bar Diagram, Pie Chart



SECTION -C CREATIVE EXPRESSION

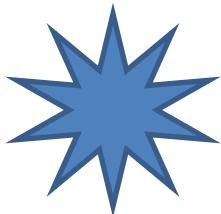
TIPS TO WRITE QUESTIONS IN CREATIVE EXPRESSION

- Read the question carefully and understand the given situation or theme.
- Follow the correct format for the given type of writing.
- Use simple, clear, and meaningful language.
- Maintain proper sequence and logical flow of ideas.
- Stick to the word limit given in the question.



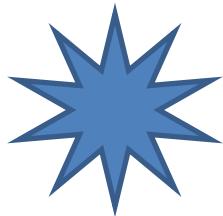
SECTION -C CREATIVE EXPRESSION

- Write relevant content and avoid unnecessary details.
- Use suitable expressions, greetings, and closing lines where required.
- Maintain the correct tense and point of view.
- Check spelling, grammar, and punctuation before submitting.
- Present the answer neatly to create a good impression.

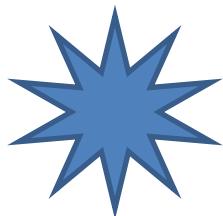


Dear Children,

- You are smarter and stronger than you think, stay confident.
- Believe in yourself and do your best in the examination.
- Read the question paper carefully before answering.
- Every question is a chance to show what you know.
- Start with the questions you know well.
- Manage your time wisely for each section.



- Do not be afraid to try even if the question seems difficult.
- Stay calm, take your time, and think before writing.
- Revise your answers if time permits.
- Follow all instructions given in the question paper.
- Write neatly, clearly, and to the point.
- Remember always: “You can do anything.”





All The Best

